Updated: September 2026

Science

Firsy Foundation

Intent

Our Science curriculum is designed to inspire natural curiosity about the world, cultivate hands-on investigation skills through exploration and questioning, and build a strong foundation of scientific vocabulary to help children articulate their discoveries with confidence.

Within EYFS Science is rooted in "Understanding the World," where children explore, observe, and make sense of their immediate environment through hands-on play and natural curiosity. It lays the groundwork for scientific inquiry by encouraging young learners to ask questions, notice patterns, and talk about changes in nature, materials, and living things.

Within Key Stage 2 children:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics ~
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.

Implementation

We use the National Curriculum to ensure the sequence of learning supports children to embed and retain the programmes of study. This is supported by our progression document which maps the statutory requirements and skills at each phase, including EYFS. Our curriculum is enriched and supported by 'Working Scientifically' objectives; a range of types of investigation and a range of resources (including Explorify, Outstanding Science and Concept cartoons)

Our curriculum is tailored and adapted to recognise children's varying starting points and meet the needs of all pupils, including those with SEND and EAL.

Each Science unit begins with a 'pre-unit quiz' which quickly assesses prior knowledge. This enables teaching to be adapted for children's varying starting points and to address any gaps in knowledge. Retrieval questions and tasks are also used to begin each lesson to support retention of key knowledge.

Explicit teaching of vocabulary is a fundamental part of teaching in Science. The progression document and knowledge organiser identifies key vocabulary for each unit. This is taught through the use of visuals symbols, Word Aware, modelling and word mats.

Children have planned, meaningful opportunities to develop oracy skills through practical activities and scientific investigations. The 'Speakwell Toolkit' and sentence stems are used to support children in predicting, hypothesising and concluding. Concept cartoons are also used to initiate and develop discussion.

Learning is recorded as written tasks in topic books or as photos and observations in whole class topic books. Assessment for learning is carried out throughout every lesson through the use of questioning. Each lesson is self-assessed by pupils and teacher assessed against the learning objective and success criteria . This can then be used to support learning through follow-up interventions or adapting future lessons.

We believe it is important to build cultural capital within Science. Planned into our curriculum are systematic opportunities to learn about Scientists from a range of cultures and backgrounds. We also have a Science after school club, an annual careers day and take part in British Science Week.

Impact

Progress and attainment is measured through on-line quizzes and assessment grids which are completed at the end of each topic, then collated and analysed by the subject co-ordinator.

Monitoring of progress and attainment includes book scrutinies, pupil voice and teacher voice.